

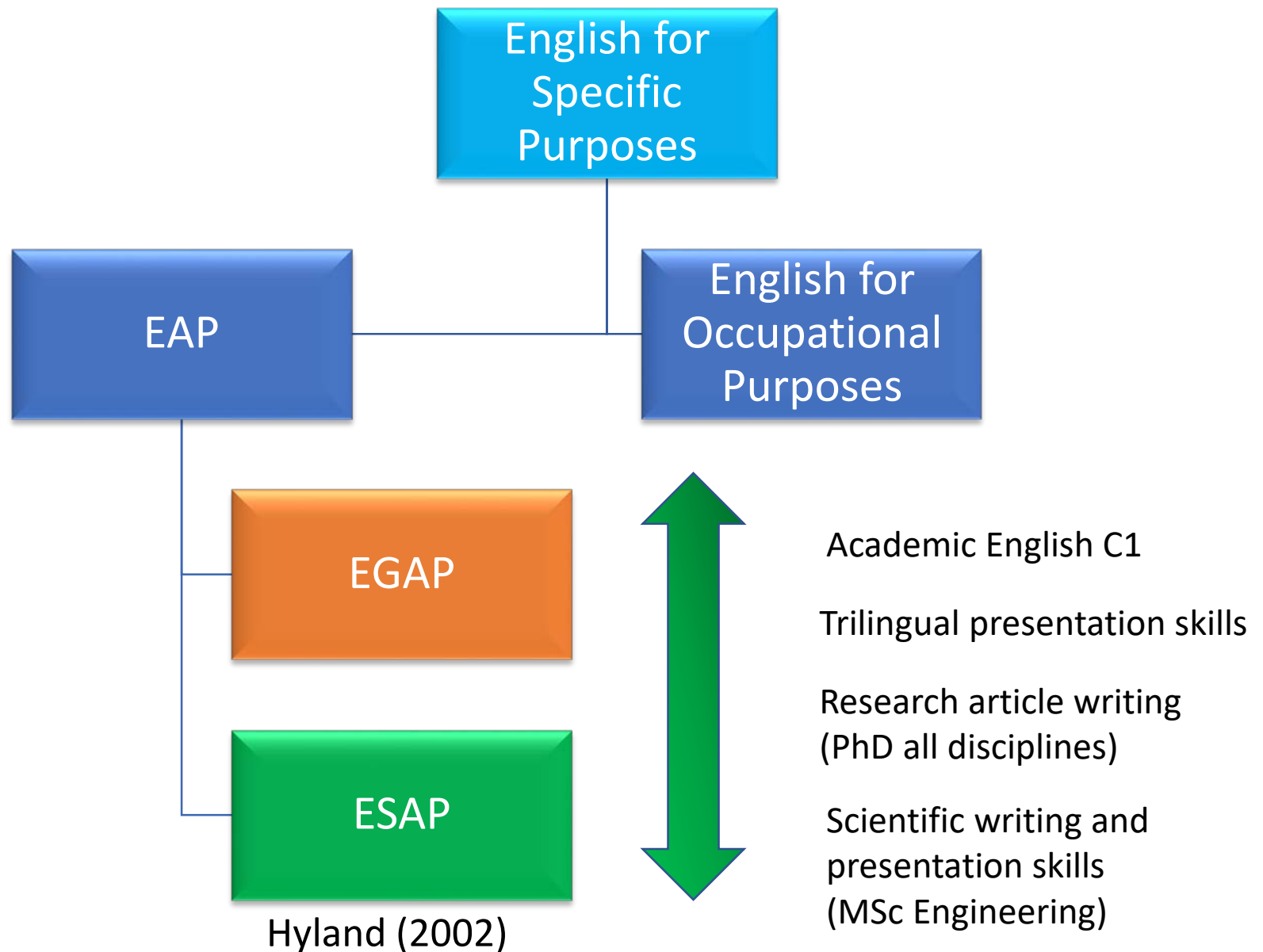
Constructing effective and efficient EAP curricula

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English for Academic Purposes Tenets



EAP shares the tenets of ESP

In ESP, it is understood that the learner would want to achieve 'real world' objectives requiring specific linguistic competencies.

(Basturkmen, 2010, p. 8)

EAP shares the tenets of ESP

The ESP teacher/course developer needs to find out what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works towards them.

(Basturkmen, 2010, p. 8)



EAP course design & teaching involves

- institutional awareness and a detailed knowledge of specialised discourse
- a genuine desire to investigate the conceptual and discoursal framework of the subject students are studying, leading to 'a more systematic attempt to find out how a discipline works.' (Sharpling, 2002, p. 82. 87)

Systematic course & curriculum development (Lauterbach, 2019)

Institutional, academic, disciplinary needs analysis

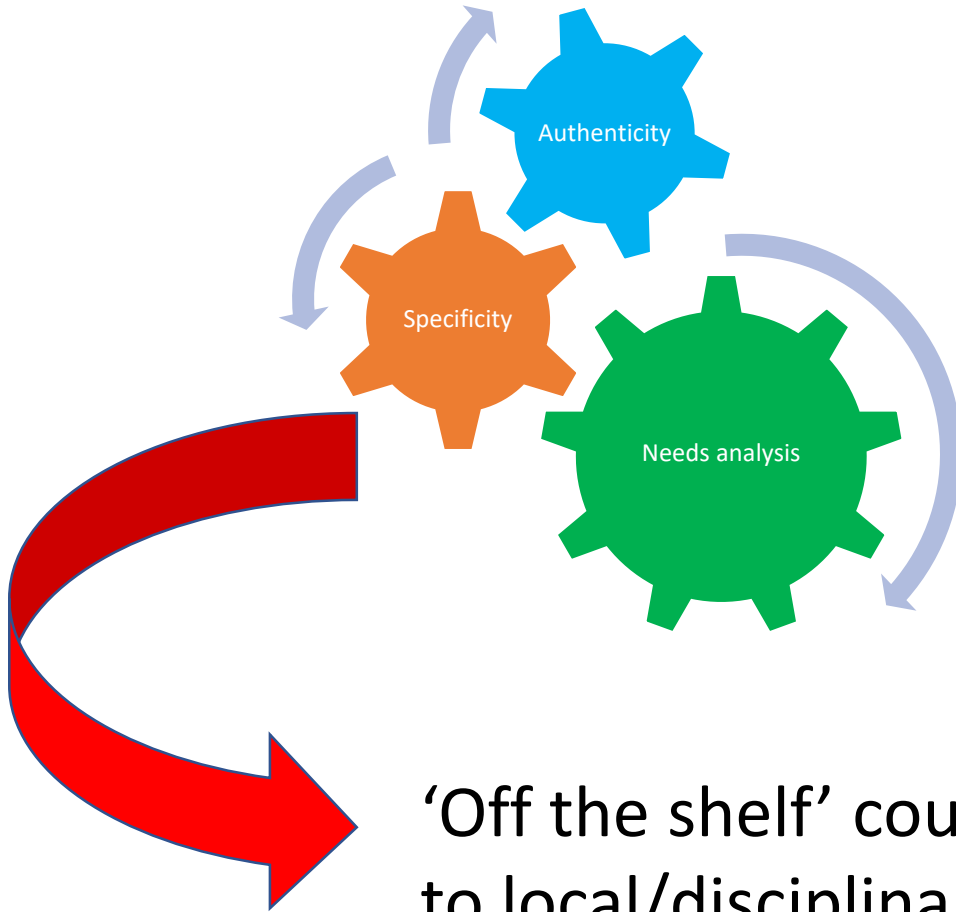
Focus on relevant genres, skills, language

Examples from academic (discipline-specific) texts (Swales, 2009)

Working with student 'products'

Assignments in line with study programme demands

Not: an icing of disciplinary vocabulary



‘Off the shelf’ coursebooks rarely tailored to local/disciplinary needs
→ teacher judgement (cf. Deroey, 2018) + ‘in-house’ materials

Coursebooks: all that glitters is not gold

Deroey (2018) *The representativeness of lecture listening coursebooks: language, lectures, research-informedness*

Findings

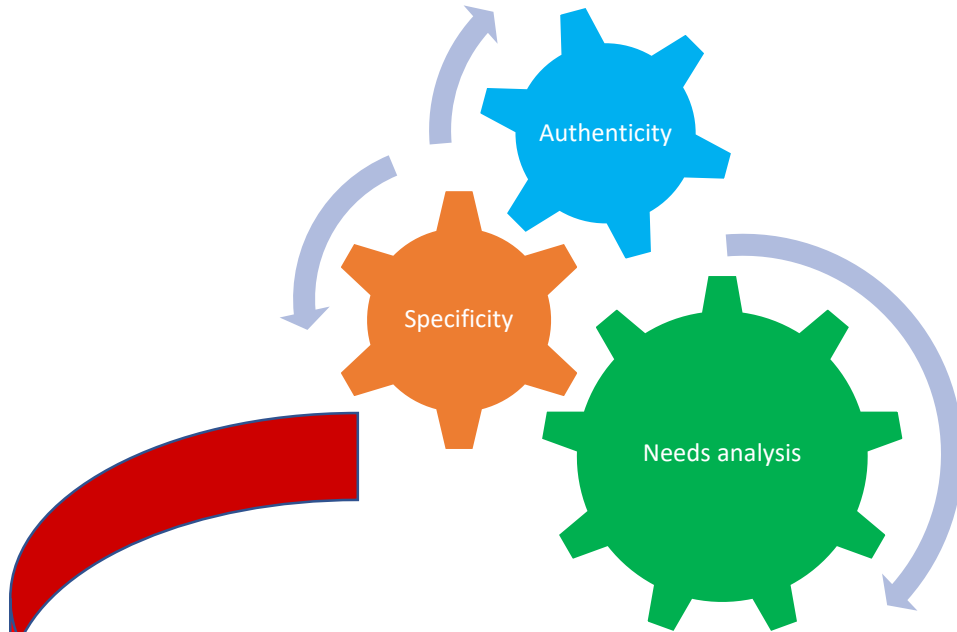
Limited similarity with 'real' language & lectures

Materials not (systematically) informed by listening & lecture research

Burton (2012)

Writers: tight deadlines, lack corpus/research training

Publishers' commercial interests: conservative in innovating



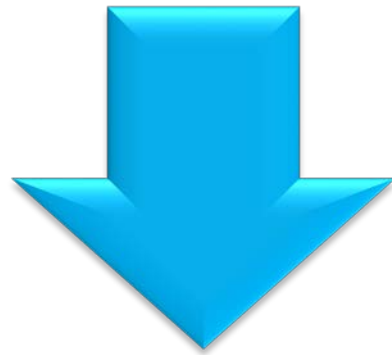
'Off the shelf' coursebooks rarely tailored to local/disciplinary needs
→ teacher judgement + 'in-house' materials

Labour-intensive

Knowledge EAP + disciplinary needs

Research needed

Negotiation

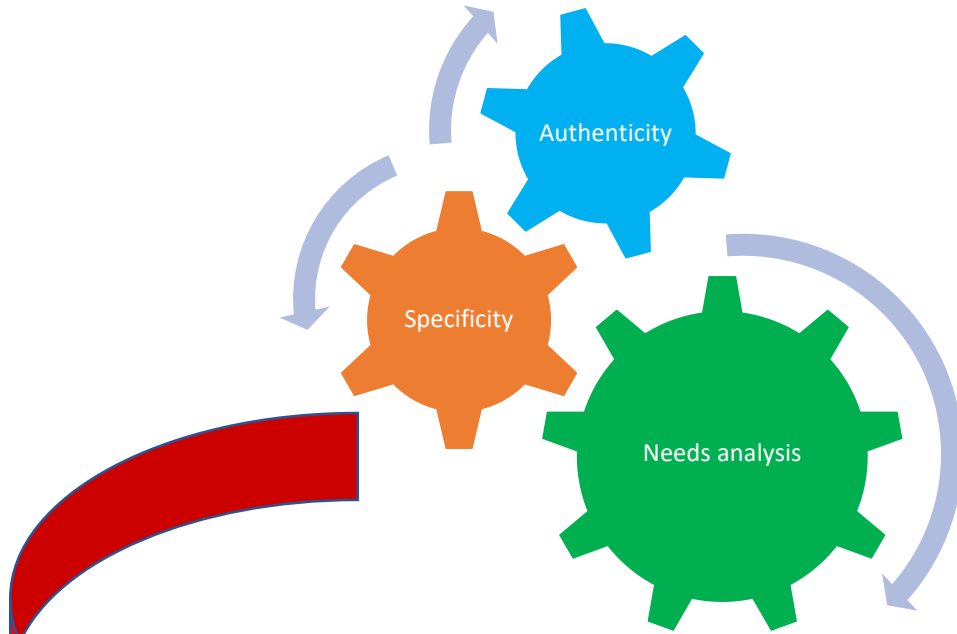


Pedagogic
convenience



Pedagogic
effectiveness





'Off the shelf' coursebooks rarely tailored to local/disciplinary needs
→ teacher judgement + 'in-house' materials

Labour-intensive
Knowledge EAP + disciplinary needs
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Negotiation

'The learning never ends' (Campion, 2016)

Competency Framework for Teachers of English for Academic Purposes

<https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf>

Course development example

Example

Research article writing (PhD)

Starting point

Credit-bearing

Not a language course (mainly B2+)

All disciplines

Capable of independent work

Possible scheduling clashes with PhD work

‘Just-in-time’ delivery

Example

Research article writing (PhD)

Questions

Students needs/wants (Liu et al, 2011)

Research article features

Increasing chances of getting published

Added value of class time

Work & evidence needed for ECTS

Feasibility for teachers & students

Example

Research article writing (PhD)

Organization

Alone & peer groups

- Independent learning tasks
- Writing & peer review

Teacher facilitated

- Classes based on independent task output
- Consultations

Example

Research article writing (PhD)

Independent genre & language learning; continuous learning

Text analysis

Corpus tools

Student interviews with senior researchers

Peer review

Independent learning tasks: item examples

Writing process

- a) In descriptions of five writer types below, highlight the writing habits that typify your writing. What writer type(s) are you predominantly?
- b) What do you feel are the strengths and weaknesses of your writer type(s)?

Getting published

Interview somebody with considerable publication experience in your field (a senior researcher, lecturer or supervisor). Find out the following and summarize the answers here:

Independent learning tasks: item examples

Rhetorical awareness-raising

Introduction section

8.2 Highlighting the research need

A vital part of writing an effective introduction is showing that your research is needed, and therefore that your article is worth publishing and reading. The presentation of the need for research should follow logically from your framing of the research. The transition to this part is often signalled by contrastive and negative language:

Despite the importance of RA writing for English as an Additional Language (EAL) scholars, the studies which have applied the 'move analysis' framework from a cross-cultural perspective are **somewhat fewer**, [...] Most of these studies, **however**, have applied Swales' (1990) original version of his CARS model, **omitting** the analysis of [...] [*Convincing peers of the value of one's research*]

Studies in laboratory animals have shown that passive smoking may increase atherosclerosis in cholesterol-fed rabbits⁷ and in cockerels,^{8,9} **but few** studies have assessed the effects of passive smoking on the arterial wall in humans. [*Passive smoking and impaired endothelium-dependent arterial dilatation in healthy young adults*]

Unfortunately, most of these methods require the dedication of **expensive** laboratory instruments.

Although recent years have seen several notable contributions, the study of ritualised communication **has not been fully absorbed** into the historical mainstream outside early medieval studies and research on the lands that once constituted the Carolingian empire. [*Feasts and gifts: sharing food in the middle ages*]

Independent learning tasks: item examples

Rhetorical awareness-raising

Introductions: highlighting the research need

(Task based on self-selected model articles)

Take the same articles.

- a) Paste any contrastive or negative language that signals the presentation of the need for research here:
- b) How is the research need highlighted: by pointing out a practical need; revealing a gap in existing research; pointing out shortcomings of previous research; or extending previous research?
- c) Construct two or three sentences highlighting the need for your research by considering what has not been done before or what has been the problem with previous research.

Independent learning tasks: item examples

Analysis of own writing

Crafting clear sentences

- 21) Examine circa 300 words of continuous text from your (draft) article. It can be from any section, except the abstract.
- a) Paste the longest sentence here:
 - b) How many words does this sentence contain?
 - c) Would you say this sentence is much longer than your 'average' sentence length, much shorter, or typical of the length of your sentences?
 - d) Do you recognize any of the issues presented above? If so, what are the issues and reflect on their probable cause(s) (e.g. your first language, education, writing culture, discipline, insufficient revision).

Developing language research skills

Language: reference section & class introduction

Manchester phrasebank

DIY academic phrasebank

Concordancing

- BYU corpus site
- Skell, Lextutor
- Hong Kong Research Article corpus

Developing language research skills

Analysis disciplinary writing: Antconc

32) Being 'allowed' to use 'I' or 'we' can render your writing more direct and concise if used strategically. Use your own corpus and AntConc to establish whether you can use 'I' or 'we' (whichever is the most relevant). For instructions on how to do this, see the Reference Section, 1.2. Online corpora>Exploring your corpus with AntConc. Read the instructions for 'Word' searches and 'Case' searches. To check the distribution of these pronouns across article sections, see 'Concordance plot: where does the word occur?'.
↵

- a) Did you find instances of 'I'? If so, what contexts do they occur? Paste some examples here.
- b) If you found instances of 'we', do instances mostly refer to the readers ('reader we') or do they refer to writers also ('writer we')? Paste some examples here.
- c) Do instances of 'we' or 'I' vary across article sections (see concordance plots) or is there variation across writers, subdisciplines, journals or text types?
- d) Do these findings surprise you?

Peer review: developing writing awareness

Below are some examples of questions you could ask. However, feel free to ask other questions and choose your own focus and wording to direct your readers.

1. Can you identify the main question or key aim(s), addressed in this text? Were these easy to identify?
2. What indication is there that this work will make an important contribution to its field?
3. Are key claims, points, terminology etc. clarified and supported?

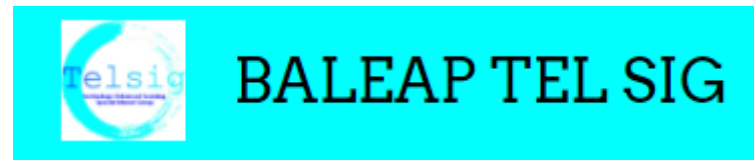
Etc.





English-Corpora.org

MICUSP Simple^{BETA} Michigan Corpus of Upper-Level Student Papers



BAWE QUICKLINKS

links for EAP teachers

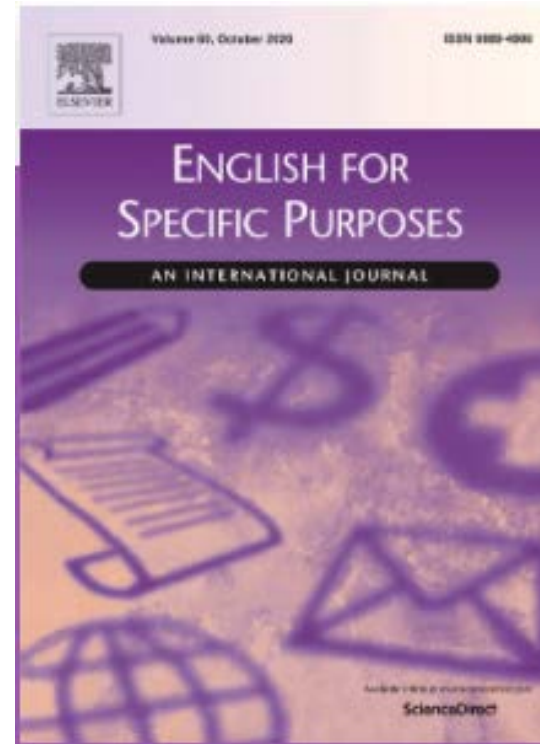


English ▼

Examples

Word sketch

Similar words



Development of component analysis to support a research-based curriculum for writing engineering research articles

Harnessing learner research agendas to continuously explore EAP learners' needs

EATAW 2021

| 11th Conference of the European Association
for the Teaching of Academic Writing

| **The residence of writing and writing support**

July 6-9, 2021

Ostrava, Czech Republic



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Liu, J. Y., Chang, Y. J., Yang, F. Y., & Sun, Y. C. (2011). Is what I need what I want? Reconceptualising college students' needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes*, 10(4), 271-280.

Sharpling, G. (2002). Learning to teach English for academic purposes: Some current training and development issues. *English Language Teacher Education and Development*, 6, 82-94.

Swales, J. M. (2009). When there is no perfect text: Approaches to the EAP practitioner's dilemma. *Journal of English for Academic Purposes*, 8(1), 5-13.

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